

Diversity Plan Assessment Checklist			
Does the Institutional Diversity Plan Assessment Address?	Yes	No	Notes: Provides examples of progress/potential and future strategies to address lack of progress
PLAN ASSESSMENT OVERVIEW			
1. The assessment discusses strategies to achieve the goals and objectives identified in each area of the diversity plan and provide clear examples of the role of the diversity plan, in support of and in relation to the institution’s strategic plan.			
2. The assessment offers detailed information highlighting both progress, as well as areas that require improvement, between 2010-11 and 2011-12.			
3. The assessment includes discussions of the effectiveness of guiding principles, commitments, and action steps identified in the plan. If and when progress was not made, the report identifies potential and future strategies to meet the 2015 goal.			
4. The assessment includes a discussion of specific strategies used to promote diversity and identifies measurable targets and goals that reflect the institutions area of geographical responsibility—racial and ethnic groups identified in the plan are reported in the assessment, when groups are excluded, the report includes an explanation.			
5. The Statewide Policy requires institutional plans, at a minimum, to address four (4) areas: 1) Student Body Diversity, 2) Student Success/Closing the Achievement Gap, 3) Workforce Diversity, and 4) Campus Climate. The assessment addresses each of the four areas.			
6. The assessment includes a discussion of areas outside of the four (4) groups identified in the Statewide Policy (some institutions may focus on additional areas/groups). The report identifies and discusses special areas or groups their institution serves (that may or may not be included in their plan: international students, LGBT, focus on socio-economic status, veterans, etc).			

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STUDENT BODY DIVERSITY			
<p>1. Student Enrollment: The report highlights the institution's overall progress in achieving its enrollment target/goal identified in the plan, both at the undergraduate and graduate level from the baseline year (2010-11) in comparison to 2011-12 (KCTCS only undergraduate), for each racial/ethnic group; when groups are excluded, the report includes an explanation.</p> <p>When the target/goal was not achieved for a specific group, justification is provided.</p>			
<p>2. The assessment includes a discussion of progress made for individual racial/ethnic groups identified in the plan, both at the undergraduate and graduate level (KCTCS only undergraduate); when groups are excluded, the report includes an explanation.</p>			
<p>3. The assessment includes a discussion of the effectiveness of the action steps, best practices, and strategies identified in the plan, both at the undergraduate and graduate level (KCTCS only undergraduate).</p>			
<p>4. The report includes a discussion of special areas/groups the institution serves (that may or may not be included in the plan: international students, LGBT, focus on socio-economic status, veterans, etc). Furthermore, the report identifies best practices or strategies implemented in support of the area/group of students enrolled.</p>			
STUDENT SUCCESS /CLOSING THE ACHIEVEMENT GAP			
<p>1. The report highlights the institution's overall progress in achieving its student success target/goals identified in the plan, at the undergraduate level from the baseline year (2010-11) in comparison to 2011-12, for each racial/ethnic group. When groups are excluded, the report includes an explanation.</p> <p>When the target/goal was not achieved for a specific group, justification is provided.</p>			
<p>2. Undergraduate Student Retention: The assessment includes a discussion of progress made, highlighting the retention of specific racial/ethnic groups identified in the plan, from 1ST year to 2ND year- from the baseline year (2010-11) in comparison to 2011-12. When groups are excluded, the report includes an explanation.</p> <p>When the target/goal was not achieved for a specific group, justification is provided.</p>			

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<p>3. Undergraduate Student Retention: The assessment includes a discussion of progress made, highlighting the retention of specific racial/ethnic groups identified in the plan, from 2ND year to 3RD year (KCTCS only 1ST year to 2ND year). When groups are excluded, the report includes an explanation.</p> <p>When the target/goal was not achieved for a specific group, justification is provided.</p>			
<p>4. Undergraduate Student Graduation Rates: The report includes an overall discussion of the progress made to close the graduation rate gaps, as well as the effectiveness of the action steps, best practices, and strategies identified in the plan. When groups are excluded, the report includes an explanation.</p>			
<p>5. Undergraduate Student Graduation Rates: The assessment includes a discussion of progress made for each racial/ethnic group identified in the plan, from the baseline year (2010-11) in comparison to 2011-12. When groups are excluded, the report includes an explanation.</p> <p>When the target/goal was not achieved for a specific group, justification is provided.</p>			
<p>6. Undergraduate Student Degrees and Credentials: The assessment includes a discussion of progress made for each racial/ethnic group identified in the plan, from the baseline year (2010-11) in comparison to 2011-12. When groups are excluded, the report includes an explanation.</p> <p>When the target/goal was not achieved for a specific group, justification is provided.</p>			
<p>7. Undergraduate Student Degrees: STEM-H: The report includes a discussion to increase the number of STEM-H degrees awarded to minority groups identified in the institutional strategic plan. ***</p>			
<p>8. Undergraduate Student Transfer from KCTCS to 4-Year University: The report includes a discussion of progress made for each racial/ethnic group identified in the institutional strategic plan, from the institution's baseline year (2010-11) in comparison to 2011-12. When groups are excluded, the report includes an explanation.</p> <p>When the target/goal was not achieved for a specific group, justification is provided. ***</p>			
<p>9. The report includes a discussion of special areas/groups the institution serves (that may or may not be included in the diversity plan: international students, LGBT, socio-economic, veterans, etc). Furthermore, the report identifies best practices or strategies implemented in support of student success.</p>			

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WORKFORCE DIVERSITY (Minimum requirement of three areas: Exec, Admin, Manager/ Faculty/Professional Staff-- there could be more categories included here)			
<p>1. Executives/Administrators/Managerial Staff Diversity: The assessment includes a discussion of progress made for each racial/ethnic group identified in the plan, from the baseline year (2010-11) in comparison to 2011-12. The report includes a breakdown of the three areas listed above, held by racial/ethnic minority groups. When groups are excluded, the report includes an explanation.</p> <p>When the target/goal was not achieved for a specific group, justification is provided.</p>			
<p>2. Faculty Diversity: The assessment includes a discussion of progress made for each racial/ethnic group identified in the plan, from the baseline year (2010-11) in comparison to 2011-12.</p> <p>When the target/goal was not achieved for a specific group, justification is provided.</p>			
<p>3. Professional Staff: The assessment includes a discussion of progress made for each racial/ethnic group identified in the plan, from the baseline year (2010-11) in comparison to 2011-12. The report includes a breakout of staff positions, held by racial/ethnic minority groups.</p> <p>When the target/goal was not achieved for a specific group, justification is provided.</p>			
<p>4. Faculty Diversity: The report identifies the total number of faculty members that are tenured, and includes a breakdown by department and racial/ethnic group. <i>Please indicate if your institution is unable to provide this information.</i></p>			
<p>5. Workforce Diversity: The report identifies the total number of minorities that are retained, and includes a breakdown by department and racial/ethnic group, as well as workforce classification (Exec/Admin/Mgr., Faculty, and Professional Staff). <i>Institution will set goals/targets.</i></p>			
<p>6. Workforce Diversity: The report includes a discussion of special areas/ groups the institution serves (that may or may not be included in the plan: <u>international staff</u>, <u>veterans</u>, etc). Furthermore, the report identifies best practices or strategies implemented in support of Workforce Diversity.</p>			
<p>7. Workforce Diversity: The report identifies the racial makeup of the Board of Regents/Trustees at the institution?</p>			

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CAMPUS CLIMATE (Goals and Targets are not required for these categories)			
1. The report highlights the 2010-11 campus environment team, or its equivalent, and identifies the members, their titles, the purpose, goals, and objectives of the team.			
2. The report describes how meetings are publicized and their openness to enable students, faculty, staff, and community leaders to participate in discussions.			
3. The report includes a section that describes a methodology to assess the strategies and best practices implemented in support of the diversity plan to determine whether the strategies and practices were successful or if the strategies or practices should be modified or discarded and new ones implemented.			
4. The report includes a section that identifies recommendations made in 2010-11, and highlights the status of recommendations made.			
5. The report provides an evaluation of the success of the CET.			

***Some of the assessments in the Institutional Diversity Plans may include information found in the Strategic Agenda: Stronger by Degrees, as well as the Institutions' Strategic Plans.

No new targets will be established. CPE's senior vice president for academic affairs requests that institutions develop numerical goals they wish to accomplish by 2015 (for example, the retention of members from a diverse workforce: executives, administrators, managers, faculty, and professional staff).